



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5833 W. Thomas, Phoenix, AZ 85031

### Cartwright Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### School Overview

Principal/Administrator : Ms. Melissa Arnold  
Schedule : 07:30 AM to 04:30 PM  
Grades : K-5  
Web Address : [www.cartwright.k12.az.us](http://www.cartwright.k12.az.us)  
Phone Number : (623) 691-4100  
Fax Number : (623) 691-4120  
E-mail : [marnold@cart.cartwright.k12.az.us](mailto:marnold@cart.cartwright.k12.az.us)

#### Mission

We are dedicated to the pursuit of effective education in which every child is given the opportunity to achieve academic excellence and a positive self-image regardless of race, color, creed, gender or socioeconomic background.

#### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- ü To provide an atmosphere which encourages and motivates all children to reach their full academic, physical and social potential.
- ü To provide students with a strong academic foundation emphasizing reading, writing, mathematics and cooperative working skills.

#### Enrollment

October 1, 2005 School Year Student Enrollment : 997  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2005-06 : 3

## Instructional Programs

- Ü Structured English Immersion
- Ü On-site Special Education
- Ü Visual Art
- Ü General Music
- Ü Instructional Coaches
- Ü Literacy Intervention Program
- Ü Sheltered Immersion Observation Protocol
- Ü Full Day Kindergarten

## Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/2/2005
Last Day of School :	6/2/2006

## Shared Responsibilities

### School

We have a responsibility to parents to provide a safe and caring environment and to provide an academic environment which emphasizes high standards to meet the individual needs of students.

### Parents

The school expects the parents and the school staff to work as partners for the benefit of each child's education. Parents need to provide the child with nourishment, sleep and physical hygiene so that the child comes to school ready to learn.

## Transportation Policy

Transportation to and from school is provided for students who live more than one mile from school; students living within a one-mile radius where hazardous or difficult routes exist; and students with special physical needs, on an individual basis.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Cartwright District Certified Employee of The Month	2004
Ü Project GOAL: Grade One At the Library	2004
Ü Cartwright District Teacher of The Month	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	165	2329	80010	96	100	99	420	431	447	22	15	10	30	26	18	45	51	53	3	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1172	38935	93	99	99	432	432	447	11	13	9	28	27	19	57	53	55	5	8	17
Male	100	1150	40974	99	100	98	412	430	448	30	17	11	31	25	18	37	49	52	2	9	19
African American	NC	87	4201	NC	96	99	NC	424	430	NC	21	17	NC	26	23	NC	47	51	NC	6	9
Hispanic	153	2074	34545	96	100	99	420	430	432	22	15	14	29	26	24	45	51	53	3	8	9
Asian/Pacific Islander	--	15	2068	--	100	99	--	446	474	--	7	4	--	33	10	--	40	50	--	20	36
American Indian/Alaskan Native	NC	25	3979	NC	100	96	NC	420	424	NC	20	17	NC	40	30	NC	32	47	NC	8	6
White	NC	128	35142	NC	97	99	NC	450	465	NC	10	5	NC	20	11	NC	51	56	NC	20	28
Students with Disabilities	23	283	10161	92	99	93	390	399	419	48	40	28	39	36	28	13	22	36	NA	3	8
Students without Disabilities	142	2046	69849	97	100	100	425	435	451	18	11	7	28	25	17	50	55	56	4	9	19
Limited English Proficient Students	93	964	14013	95	100	97	403	410	413	35	25	24	39	36	34	25	36	39	1	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	145	1802	39029	98	99	98	419	430	432	23	15	14	29	27	25	46	51	52	2	7	9
Non-Economically Disadvantaged	20	527	40981	87	100	100	425	435	462	15	15	6	35	24	13	40	49	54	10	12	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	153	2279	79438	89	98	98	415	427	451	27	20	9	35	32	24	37	44	56	1	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1157	38775	91	98	99	429	432	457	22	16	7	25	31	22	53	48	58	NA	4	13
Male	89	1115	40560	88	97	97	405	422	446	31	23	12	43	33	25	25	40	54	1	3	9
African American	NC	87	4178	NC	96	98	NC	427	439	NC	20	13	NC	33	29	NC	46	52	NC	1	6
Hispanic	143	2029	34297	90	98	98	414	426	434	28	20	14	35	33	31	36	44	50	1	3	5
Asian/Pacific Islander	--	15	2063	--	100	99	--	436	475	--	20	3	--	20	15	--	60	63	--	NA	20
American Indian/Alaskan Native	NC	25	3940	NC	100	95	NC	416	429	NC	32	14	NC	28	36	NC	40	47	NC	NA	3
White	NC	123	34887	NC	93	98	NC	453	471	NC	12	4	NC	23	15	NC	49	63	NC	16	18
Students with Disabilities	11	239	9588	44	84	88	372	383	416	73	56	30	18	28	32	9	14	34	NA	2	5
Students without Disabilities	142	2040	69850	97	100	100	418	432	456	24	15	7	37	33	23	39	48	59	1	4	12
Limited English Proficient Students	83	931	13856	85	97	96	390	398	407	45	35	27	41	44	43	14	20	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	135	1760	38685	91	96	97	413	426	435	28	20	14	36	33	32	35	44	50	1	3	5
Non-Economically Disadvantaged	18	519	40753	78	100	99	427	432	467	22	18	5	28	30	16	50	46	62	NA	6	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	165	2329	79971	96	100	99	396	397	423	14	14	8	52	51	41	34	35	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1176	38974	93	100	99	420	409	437	9	10	5	38	46	33	51	43	57	2	1	4
Male	100	1147	40895	99	100	98	380	384	410	17	17	10	60	57	47	23	26	41	NA	0	2
African American	NC	89	4203	NC	98	99	NC	393	411	NC	12	11	NC	55	45	NC	31	43	NC	1	2
Hispanic	153	2072	34481	96	100	99	395	396	410	14	14	10	51	51	46	34	35	43	1	1	1
Asian/Pacific Islander	--	15	2067	--	100	99	--	416	449	--	NA	4	--	67	28	--	33	60	--	NA	8
American Indian/Alaskan Native	NC	25	3995	NC	100	96	NC	398	409	NC	8	10	NC	68	47	NC	24	42	NC	NA	1
White	NC	128	35150	NC	97	99	NC	411	437	NC	8	5	NC	55	35	NC	37	56	NC	1	5
Students with Disabilities	23	288	10258	92	100	94	311	328	377	57	44	23	39	46	51	4	10	25	NA	0	1
Students without Disabilities	142	2041	69713	97	100	100	409	406	429	7	9	5	54	52	39	39	38	52	1	1	3
Limited English Proficient Students	93	964	13985	95	100	97	367	366	382	24	24	18	59	58	54	16	19	27	1	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	145	1805	38994	98	99	98	398	398	409	12	13	10	54	52	47	33	34	41	1	1	1
Non-Economically Disadvantaged	20	524	40977	87	100	100	380	393	437	25	16	5	35	48	34	40	36	56	NA	0	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	2306	80147	100	99	99	447	461	482	27	18	11	26	24	17	42	47	49	5	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	1105	39281	100	99	99	443	462	483	27	17	9	23	24	17	48	48	50	2	11	24
Male	82	1195	40780	100	99	98	451	461	482	27	18	12	29	24	17	37	46	48	7	12	24
African American	NC	81	4249	NC	99	99	NC	446	464	NC	31	17	NC	23	22	NC	40	48	NC	6	13
Hispanic	152	2028	33494	100	99	99	447	460	466	26	18	15	27	25	23	41	47	49	5	11	14
Asian/Pacific Islander	--	14	2103	--	100	99	--	508	515	--	NA	4	--	7	8	--	71	44	--	21	45
American Indian/Alaskan Native	--	19	4117	--	100	96	--	451	456	--	26	19	--	21	27	--	37	46	--	16	8
White	NC	164	36122	NC	99	99	NC	477	501	NC	12	5	NC	18	10	NC	51	50	NC	20	35
Students with Disabilities	23	319	10295	100	97	92	408	423	443	65	50	33	26	28	26	9	21	33	NA	2	8
Students without Disabilities	141	1987	69852	100	100	100	453	467	488	21	12	7	26	23	16	48	51	51	6	13	26
Limited English Proficient Students	82	884	12722	99	97	97	421	436	441	43	31	27	37	34	33	21	32	37	NA	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	136	1814	38371	99	98	97	445	460	465	27	18	15	27	25	23	42	47	49	4	11	13
Non-Economically Disadvantaged	28	492	41776	100	100	100	457	468	498	25	17	6	21	20	11	43	48	49	11	15	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	2296	79686	91	99	98	439	445	470	26	20	11	34	35	24	39	43	57	1	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1102	39163	94	99	99	441	450	475	19	15	9	40	37	22	39	45	60	1	3	10
Male	72	1188	40438	89	99	97	437	440	465	33	25	13	26	33	25	39	40	54	1	2	7
African American	NC	80	4228	NC	98	98	NC	441	458	NC	21	15	NC	38	28	NC	40	53	NC	1	4
Hispanic	140	2023	33299	93	99	98	438	444	452	28	21	17	32	36	32	39	41	47	1	2	3
Asian/Pacific Islander	--	14	2097	--	100	99	--	477	490	--	7	5	--	14	13	--	71	68	--	7	14
American Indian/Alaskan Native	--	19	4087	--	100	96	--	439	446	--	26	16	--	26	38	--	47	44	--	NA	2
White	NC	160	35914	NC	97	98	NC	465	489	NC	13	5	NC	24	15	NC	58	67	NC	6	14
Students with Disabilities	NC	289	9808	NC	88	87	NC	410	432	NC	51	35	NC	33	32	NC	16	30	NC	0	3
Students without Disabilities	141	2007	69878	100	100	100	440	450	475	24	16	8	34	35	23	40	46	61	1	2	9
Limited English Proficient Students	72	885	12594	87	97	96	411	416	422	47	39	34	42	47	45	11	14	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	122	1805	38095	89	97	97	439	443	452	26	21	17	34	36	32	39	42	48	1	2	3
Non-Economically Disadvantaged	27	491	41591	100	100	99	440	452	486	26	19	6	33	30	16	37	46	65	4	4	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	2331	80372	100	100	99	441	450	475	13	8	4	45	45	30	41	47	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	1118	39452	100	100	99	458	465	488	9	5	3	38	36	22	54	58	72	NA	1	3
Male	82	1207	40836	100	100	98	425	436	464	17	11	6	52	53	37	29	36	56	1	0	1
African American	NC	82	4264	NC	100	99	NC	447	465	NC	10	5	NC	51	35	NC	39	59	NC	NA	1
Hispanic	152	2051	33608	100	100	99	443	449	462	13	8	6	43	44	36	43	47	57	1	0	1
Asian/Pacific Islander	--	14	2098	--	100	99	--	491	500	--	NA	2	--	29	16	--	64	75	--	7	7
American Indian/Alaskan Native	--	20	4128	--	100	97	--	445	464	--	15	4	--	45	39	--	40	56	--	NA	1
White	NC	164	36213	NC	99	99	NC	454	489	NC	8	2	NC	49	22	NC	42	72	NC	1	3
Students with Disabilities	23	329	10526	100	100	94	374	397	427	39	26	15	57	58	53	4	15	31	NA	0	1
Students without Disabilities	141	2002	69846	100	100	100	452	458	482	9	5	3	43	42	26	48	52	69	1	0	2
Limited English Proficient Students	82	907	12747	99	100	97	415	419	432	18	15	12	61	62	52	21	23	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	136	1840	38521	99	99	98	441	449	461	13	8	6	46	46	38	41	46	55	1	0	1
Non-Economically Disadvantaged	28	491	41851	100	100	100	443	451	489	14	10	3	43	40	22	43	49	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	2249	79306	99	100	99	487	487	504	15	20	13	25	24	20	52	46	49	8	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1112	38845	100	100	99	490	486	505	12	19	11	26	25	20	53	47	50	9	9	18
Male	71	1134	40383	96	100	98	485	487	504	18	20	14	24	24	19	51	46	47	7	10	19
African American	NC	102	4171	NC	100	98	NC	475	485	NC	29	20	NC	25	26	NC	41	44	NC	5	10
Hispanic	140	1952	32673	98	100	99	486	486	487	15	20	18	25	25	25	53	46	46	7	10	10
Asian/Pacific Islander	NC	13	2147	NC	100	99	NC	524	539	NC	8	5	NC	NA	10	NC	69	46	NC	23	40
American Indian/Alaskan Native	--	21	4034	--	100	97	--	481	479	--	38	22	--	14	29	--	43	43	--	5	7
White	NC	159	36234	NC	100	99	NC	497	523	NC	13	6	NC	21	13	NC	56	52	NC	10	28
Students with Disabilities	16	300	10286	100	100	91	450	447	462	38	51	41	44	31	27	19	17	27	NA	1	5
Students without Disabilities	133	1949	69020	99	100	100	491	492	510	13	15	9	23	23	18	56	51	52	9	11	21
Limited English Proficient Students	55	667	10291	98	100	96	464	456	458	29	39	38	35	34	34	35	25	26	2	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	131	1730	37437	98	98	97	488	485	486	16	20	19	22	24	26	53	46	46	8	9	9
Non-Economically Disadvantaged	18	519	41869	100	100	100	483	493	521	11	17	7	44	24	14	39	46	51	6	12	27

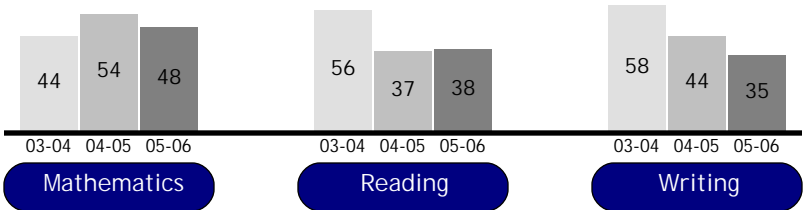
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	2221	79000	93	99	98	467	468	489	10	16	10	48	35	24	39	47	58	3	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1101	38774	96	100	99	472	471	494	5	13	7	47	35	22	44	49	61	4	3	10
Male	65	1118	40150	88	99	98	462	466	485	14	19	12	51	35	25	34	44	55	2	3	8
African American	NC	101	4153	NC	99	98	NC	467	476	NC	15	13	NC	41	30	NC	43	53	NC	2	4
Hispanic	130	1926	32508	91	99	98	466	467	472	9	16	15	49	36	33	39	46	49	2	2	3
Asian/Pacific Islander	NC	13	2142	NC	100	99	NC	496	510	NC	8	4	NC	15	14	NC	62	67	NC	15	16
American Indian/Alaskan Native	--	21	4016	--	100	96	--	466	467	--	29	14	--	19	37	--	52	46	--	NA	2
White	NC	158	36135	NC	100	98	NC	483	508	NC	13	4	NC	27	14	NC	55	67	NC	6	15
Students with Disabilities	NC	273	9991	NC	91	88	NC	429	449	NC	48	33	NC	40	36	NC	12	29	NC	NA	2
Students without Disabilities	133	1948	69009	99	100	100	468	473	495	10	11	6	47	34	22	40	51	62	3	3	10
Limited English Proficient Students	46	647	10199	82	97	95	440	436	439	20	37	35	72	50	47	7	13	18	2	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	121	1704	37234	90	97	97	467	466	472	11	17	15	46	36	33	40	45	50	3	2	3
Non-Economically Disadvantaged	18	517	41766	100	100	99	469	475	505	6	14	5	61	31	16	33	50	65	NA	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	150	2258	79611	100	100	99	466	469	496	9	12	7	62	52	37	29	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1115	39016	100	100	99	478	482	511	5	8	4	57	48	29	38	44	66	NA	NA	1
Male	72	1141	40519	97	100	98	454	456	482	14	16	10	67	57	44	19	27	46	NA	0	0
African American	NC	102	4188	NC	100	98	NC	469	486	NC	16	9	NC	42	40	NC	42	50	NC	NA	0
Hispanic	141	1961	32855	99	100	99	465	469	481	10	12	10	62	53	43	28	35	47	NA	0	0
Asian/Pacific Islander	NC	13	2149	NC	100	100	NC	477	519	NC	8	4	NC	46	24	NC	46	70	NC	NA	2
American Indian/Alaskan Native	--	21	3992	--	100	96	--	454	478	--	19	10	--	52	46	--	29	44	--	NA	0
White	NC	159	36380	NC	100	99	NC	475	511	NC	11	4	NC	52	30	NC	37	65	NC	NA	1
Students with Disabilities	16	307	10664	100	100	94	445	418	440	19	32	23	63	58	54	19	9	22	NA	0	1
Students without Disabilities	134	1951	68947	100	100	100	469	476	504	8	9	4	62	51	34	30	40	61	NA	NA	1
Limited English Proficient Students	55	670	10362	98	100	97	436	422	438	18	28	22	73	61	57	9	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	132	1741	37626	99	99	98	465	468	479	10	12	10	62	54	45	28	35	45	NA	0	0
Non-Economically Disadvantaged	18	517	41985	100	100	100	476	472	511	6	13	4	61	48	30	33	39	65	NA	NA	1

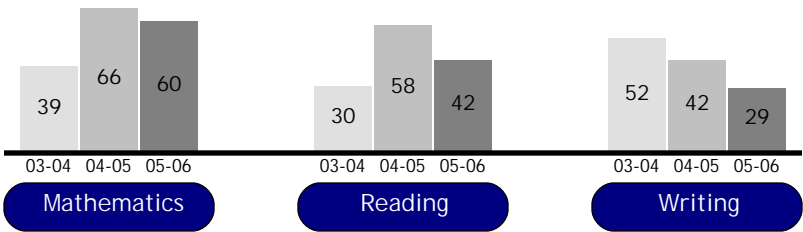
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	29	NA	58	96	26	30	47	100	21	24	46
	Language	100	23	28	50	96	28	34	47	100	21	28	48
	Mathematics	100	32	37	64	96	29	34	50	100	28	30	52
3	Reading	96	30	NA	55	99	24	28	44	90	17	24	46
	Language	99	34	40	61	99	29	32	44	97	20	28	46
	Mathematics	99	35	40	61	99	35	43	51	97	30	39	52
4	Reading	99	33	NA	56	96	34	34	48	91	30	34	52
	Language	100	35	34	52	96	36	38	49	100	34	37	52
	Mathematics	100	37	39	61	96	38	42	53	100	35	44	58
5	Reading	100	34	NA	55	98	39	38	50	92	37	37	56
	Language	100	40	36	49	98	39	40	50	99	34	35	54
	Mathematics	100	53	48	63	98	45	43	49	99	41	39	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



School Site Council	
Council Composition	Council Duties
2 School Administrator(s)	Ü Advisory to School Administration
1 Non-certified Employee(s)	Ü Solicit Input of Parents and Community
3 Teacher(s)	Ü Monitor Implementation/Goals/Objectives
1 Parent(s)	Ü Give Input to Strategic Planning Teams
1 Community Member(s)	
0 Student(s)	

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	3.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	4	0	0
4 to 6 years	5	1	0	0
7 to 9 years	0	1	0	0
10 or more years	6	23	0	1

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	123
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site	
Special Facilities	
Ü KdStr TV	Ü 2 Mobile Computer Labs
Ü Heritage House (Museum)	

Extracurricular Activities	
Ü Student Council	
Ü 5th & 6th Grade Chorus	
Ü Kidscourt	
Ü Beautifiers Club	

Social Services	
Ü Breakfast Program	Ü Parks and Recreation
Ü Lunch Program	
Ü Clothing/Food Banks	
Ü Counseling Services	

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü We have successfully implemented afterschool tutoring for both students and parents. This goal was achieved by using activities that support students and parents in reading and writing to continue the learning process at home.
- ü We have implented an English Language Development program for all students thirty minutes each day. Students are grouped by labguage levels in order to provide intense, direct instruction.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have made all staff members accountable for all students' behavior. We enforce a schoolwide zero-tolerance for violence policy. We are employing the use of a discipline rubric for different levels and categories of offenses which then allows us the opportunity to provide interventions appropriate to the behaviors students exhibit.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Melissa Arnold	(623) 691-4100
Transportation Policy	Henry Meza	(623) 691-4093
Community Resources	Connie Watson	(623) 691-4101
School Nutrition Programs	Cynthia Busalacci	(623) 691-4130
Parent Organization	Judy Weide	(623) 691-4100
Student Health/Nurse	Jackie Mangrum	(623) 691-4115

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.